

ROSEMARY MIDDLE

1204 County Line Road
Andrews, South Carolina 29510

GRADES 6-8 Middle School

ENROLLMENT 688 Students

PRINCIPAL Barbara Nesmith 843-264-9780

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	20	4

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

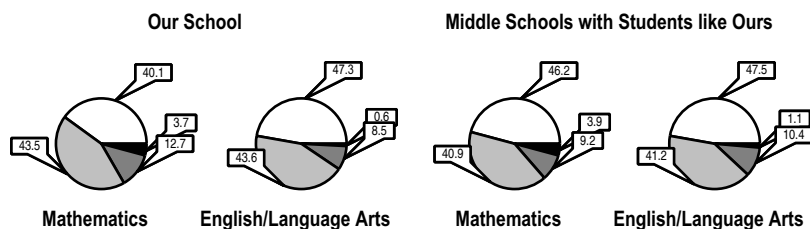
FOR MORE INFORMATION, VISIT WEBSITES AT:




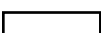
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	209	34
Percent satisfied with learning environment	69.4%	66.2%	68.8%
Percent satisfied with social and physical environment	70.3%	68.3%	59.4%
Percent satisfied with home-school relations	35.1%	80.9%	64.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	701	99.3	47.3	43.6	8.5	0.6	9.1	17.6
Gender								
Male	364	99.2	51.9	41.8	5.9	0.3	6.2	17.6
Female	337	99.4	42.3	45.5	11.2	1.0	12.2	17.6
Racial/Ethnic Group								
White	286	99.3	31.9	52.7	14.2	1.2	15.4	17.6
African-American	401	99.3	57.6	37.7	4.5	0.3	4.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	13	100.0	58.3	33.3	8.3	N/A	8.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	597	99.5	44.2	45.4	9.7	0.7	10.4	17.6
Disabled	104	98.1	68.7	31.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	701	99.3	47.2	43.7	8.5	0.6	9.1	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	693	99.3	46.9	43.9	8.6	0.6	9.2	17.6
Socio-Economic Status								
Subsidized meals	515	99.4	52.8	41.9	5.0	0.2	5.2	17.6
Full-pay meals	183	98.9	32.2	48.0	18.1	1.8	19.9	17.6

Mathematics								
All students	701	99.9	40.1	43.5	12.7	3.7	16.4	15.5
Gender								
Male	364	100.0	38.6	45.4	12.1	3.8	15.9	15.5
Female	337	99.7	41.7	41.4	13.4	3.5	16.9	15.5
Racial/Ethnic Group								
White	286	100.0	22.6	47.9	22.6	6.9	29.5	15.5
African-American	401	99.8	52.1	40.0	6.3	1.6	7.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	41.7	58.3	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	597	99.8	37.1	44.4	14.4	4.0	18.5	15.5
Disabled	104	100.0	60.0	37.6	1.2	1.2	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	701	99.9	40.2	43.4	12.7	3.7	16.4	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	693	99.9	39.8	43.7	12.8	3.7	16.6	15.5
Socio-Economic Status								
Subsidized meals	515	99.8	44.6	45.2	8.5	1.7	10.2	15.5
Full-pay meals	183	100.0	27.9	38.4	24.4	9.3	33.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	225	N/A	42.3	40.9	12.7	4.1	16.8
	Grade 7	220	N/A	36.7	51.4	11.0	0.9	11.9
	Grade 8	201	N/A	33.7	45.2	18.1	3.0	21.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	99.6	53.1	37.7	8.4	0.8	9.2
	Grade 7	192	99.5	36.8	50.5	12.1	0.5	12.6
	Grade 8	247	98.8	49.6	44.3	5.7	0.4	6.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	225	N/A	36.2	45.2	13.1	5.4	18.6
	Grade 7	220	N/A	48.9	36.5	11.0	3.7	14.6
	Grade 8	201	N/A	48.0	44.5	5.5	2.0	7.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	100.0	35.0	41.7	17.1	6.3	23.3
	Grade 7	192	100.0	33.9	45.9	16.4	3.8	20.2
	Grade 8	247	99.6	50.4	43.5	5.2	0.9	6.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 688)				
Students enrolled in high school credit courses (grades 7 & 8)	6.0%	Down from 7.2%	7.5%	14.4%
Retention rate	0.4%	Down from 18.2%	3.8%	2.3%
Attendance rate	94.4%	Down from 96.2%	94.4%	95.2%
Eligible for gifted and talented	10.1%	Up from 8.9%	7.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.8%	Up from 12.6%	16.7%	14.1%
Older than usual for grade	9.2%	Down from 12.9%	6.8%	4.9%
Suspended or expelled	3.5%	Up from 3.4%	2.9%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	40.4%	Up from 38.3%	42.6%	47.1%
Continuing contract teachers	70.2%	Down from 78.7%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.2%	Down from 92.3%	80.8%	84.3%
Teacher attendance rate	94.4%	Up from 93.6%	94.9%	95.0%
Average teacher salary	\$40,572	Up 5.0%	\$39,288	\$39,924
Prof. development days/teacher	9.2 days	Up from 6.5 days	11.5 days	10.7 days

School				
Principal's years at school	1.0	Down from 7.0	2.0	3.0
Student-teacher ratio	17.8 to 1	Up from 10.9 to 1	19.8 to 1	21.0 to 1
Prime instructional time	87.8%	Down from 89.0%	87.8%	88.9%
Dollars spent per pupil*	\$6,466	Up 10.8%	\$6,266	\$5,854
Percent spent on teacher salaries*	56.0%	No change	60.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 57.5%	94.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rosemary Middle School has had an exciting year. We celebrated many successes both academically and with extra-curricular activities. We all worked hard to ensure that all students received numerous opportunities to achieve and to excel.

Our faculty and staff focused on improving student learning and achievement as we engaged our students in quality learning activities through standards-based instruction and data driven decision-making. Such emphasis enhanced our efforts to close the achievement gap, promote success for all students, and to actively involve parents and the community in the education of students.

While our students continue to improve in their academic performance as measured by the State test, we the faculty and staff is committed to raising student learning and achievement through sound instructional practices, engaging and enriching activities, integration of technology, and improving parental/teacher communication.

As principal of Rosemary Middle School, I am extremely proud of the numerous accomplishments of our school and the efforts of the RMS family. It is my hope that the school, parents, and community can form a cooperative partnership to ensure success of all of our students.

Barbara S. Nesmith, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.